Ice Breaker or Review activity-any level

This activity can be used in any unit, any course, at any level.

Materials:

5 x 7 or 4 x 6 notecards – enough for each student to have 2

List of terms from a particular unit

Procedure:

1. Each student is given a term to write on one of their cards, nice and big.
2. On the other card, on one side, they need to write a definition or example of that term.
3. The teacher should collect all the cards in a stack and keep them in order with the term on top and the definition card right behind it. The teacher should also make a term and definition card.
4. To set up the cards to hand out to the students, place the top term card on the bottom of the stack of cards.
5. Pass out two consecutive cards to each student. The two cards you pass out should NOT be the term and its definition. Pass out the pairs of cards to students in a random pattern, not necessarily up and down the rows of your classroom.
6. Students should then take their two cards with them and form a circle with the other students in the class.
7. The teacher will start by reading the definition card in the following manner: “I’m (term)”. (In the blank should be the term that is read). The student who has the definition that matches the term that was just read says: “Hi (definition). Then the student reads the other card they have in the following manner: “I’m (term)”.
8. The student who has the definition that matches the second term that was read then says: “Hi (definition). I’m (term). “
9. This should continue around until all terms and definitions are read. The teacher should be the last one that says: “Hi (definition).”

Example:

Terms Definitions

Cellulose Polysaccharide found in plant cell walls

Nucleotide Building block of DNA

Lactose Galactose + glucose

Phospholipid Major component of cell membranes

Person #1 has cellulose and the definition for phospholipid

Person #2 has nucleotide and the definition for lactose

Person #3 has lactose and the definition for cellulose

Person #4 has phospholipid and the definition for nucleotide

Script-or how it should go anyway

Person #1: I’m cellulose.

Person #3: Hi, a polysaccharide found in plant cell walls. I’m lactose.

Person #2: Hi, galactose plus glucose. I’m a nucleotide.

Person #4: Hi, building block of DNA. I’m a phospholipid.

Person #1: Hi, major component of cell membranes.

Modifications:

1. Teacher can make up the cards and definitions ahead of time.
2. Go through it once. Then collect the cards, reset, and hand out the cards again. See how fast they can do it this second time.
3. Flip the sequence and have the teacher start with the definition card first.